


ESL LESSON: LEVEL3 (INTERMEDIATE) HNL20 Lesson Plan 3

Course: HNL20	Unit: Design and Clothing Construction/ Responsible Clothing Purchases	Topic: Mending and Recycling Fabric	Approx. Time Frame 4 X 75 minutes
Lesson Title: Mending and Recycling Fabric			
See below for the detailed lesson.			
Learning Goals/ Big Ideas		Success Criteria of Lesson	
Students will learn how to mend clothing Students will learn information regarding environmental impacts		Students will demonstrate mending skills by repairing an item of clothing Students will apply environmental impact knowledge	
OVERALL Learning Expectation(s) for this lesson:			
D2. Tools and Technologies: identify a variety of tools and technologies associated with the creation of clothing and accessories, and use tools and technologies safely and correctly when creating and/or repairing clothing and accessories; D3. Procedures, Skills, and Techniques: demonstrate the ability to use appropriate procedures, skills, and techniques to create and repair clothing or accessories.			
SPECIFIC Expectations for this lesson			
D2.1 identify various tools and technologies used when creating and/or repairing clothing and accessories (e.g., measuring tape, seam ripper, scissors, iron, pressing ham, sewing machine, serger, loom, knitting needles, crochet hook) D3.2 demonstrate the ability to repair and/or alter personal clothing or accessories using basic sewing skills (e.g., repair a seam, seam finish a raw edge, alter a hem, apply an appliqué, replace a button, create an elastic casing) D3.4 demonstrate the ability to create new clothing or accessories from recycled materials or garments (e.g., turn drink boxes into a bag; candy wrappers into a necklace; neckties into a skirt; a necktie into a handle for a bag; jeans into a skirt or a bag; tea towels into a dress; fabric samples into a tote, cosmetic bag, laptop case, or music player pouch)			
ASSESSMENT OF EXPECTATIONS		PRIOR LEARNING AND SKILLS	
Assessment <u>for</u> learning: Diagnostic - Basic Hand Sewing Stitches Kahoot Passport to Sewing Safety is a checklist students will use to keep track of learning and teacher will stamp the passport to verify that tasks are complete		Fabric Lesson – understand fabric qualities Safety Unit – demonstrate safe sewing to teacher Basic sewing skills	

<p>Assessment <u>as</u> learning:</p> <p>Passport to Sewing Safety - and teacher will stamp the same passport the students use to verify that tasks are complete</p> <p>Assessment <u>of</u> learning:</p> <p>Article Summary of 3 main points – you may wish to assign a mark out of 3 on their submission</p> <p>Richard, J. (2019). Reduce, recycle, relieve the planet of its landfill burden this Earth Day. Toronto Sun. Retrieved from https://torontosun.com/life/fashion-beauty/0421-lifenational/wcm/52c14d44-dde3-49fb-90da-6bef55271997/amp/</p>	<p>Special Notes for ELL’s (e.g., adaptations, extension activities, ways to check for understanding, etc.)</p> <ul style="list-style-type: none"> • Checks for Understanding are present as questions for students in slides • Provide technology to use Google Translate or text-to-speech software for ELLs • Post all lessons and slides in advance of the lesson and guide students through making their own copy and using Google Translate - • Note: Listening and completing a handout is difficult for ESL students, so explain task In advance, announce and post your “look fors”, aka the exact section of the video for which you want them to focus, then encourage solely watching and listening. Complete the handout after watching the videos. Repeat portions of videos as needed to ensure understanding. • If you are providing handouts, ensure that you have done a mini-lesson at the start of the course on how to stay organized and to keep handouts in a duotang or binder (hint: keep a stash of extra school supplies for students who may not be able to afford them) • Use closed captions/subtitles for all videos – these are posted in the slides • provide opportunities to practice vocabulary together
<p>Lesson Terminology(e.g. word walls, vocabulary list)</p>	<p>Materials, Supplies, Equipment Required for Lesson</p>
<p>mending darning stitch ladder stitch whipstitch (over stitch) running stitch (called basting stitch when stitches are wider) back stitch cross stitch knot quilter Rethink Reduce Reuse Refurbish Repair Repurpose / Recycle</p>	<p>Class set of computers</p> <p>Mending and Recycling Fabric Slides</p> <p>Need “Mending -Hand Stitching: BLM and “Five Steps to Sew on a Button” BLM handouts</p> <p>Dressmaker’s Pencil (for creating markings 1 cm apart) Fabric scraps (woven, knit, fleece or felt) in 2 same-sized pieces (use scraps or old worn-out clothing for these practice sewing projects and practice button sewing) Small sewing scissors Sewing Scissors (for cutting fabric) Hand Sewing Needle All-Purpose Thread – (e.g. while for light fabrics; black for dark) Thimble Button</p>

TEACHER AND ESL STRATEGIES	STUDENT LEARNING GOALS/ PRODUCTS – see step-by-step lesson plan below	MINUTES
MINDS ON / INPUT <ul style="list-style-type: none"> ▪ <i>Establishing a positive learning environment</i> ▪ <i>Connecting to prior learning and/or experiences</i> • <i>Setting the context for learning for ELLs</i> 		
Using a Word Wall to learn vocabulary Distribute handouts: <ol style="list-style-type: none"> 1. Mending – Hand Stitching 2. Five Steps to Sew on a Button 	Students establish familiarity with new words by using word wall BLM handout Paper copies and electronic copies are important for ELLs so that they can choose the modality that works for them.	15 minutes 5 minutes 5 minutes
ACTION / CONTENT <ul style="list-style-type: none"> ▪ <i>Introducing new learning or extending/reinforcing prior learning</i> ▪ <i>Providing opportunities for practice and application of learning (guided > independent)</i> 		
The teacher will post the “Mending and Recycling Fabric” slides and videos will cover different stitches and knots – Students will complete “Mending – Hand Stitching” BLM Handout Slides cover sustainability in clothing by completing Fast Fashion brainstorm	Students will practice new stitches and knots by mending their own clothes or whatever mending project is decided on by the class. Students will learn how to shop and evaluate garments – prepare and post the Google JamBoard	2 X 75 minutes 75 minutes
CONSOLIDATION <ul style="list-style-type: none"> ▪ <i>Providing opportunities for consolidation and reflection</i> ▪ <i>Helping students demonstrate what they have learned</i> 		
Play Basic Hand Sewing Stitches Review Kahoot	Students will recognize stitches by sight	40 minutes
Accommodations/Modifications		Follow-up or Extension Activities
<ul style="list-style-type: none"> - photo cues - scaffolding - use of L1 - additional processing time - peer review and support (e.g. read with a friend) 	This lesson is a lead-in to culminating garment evaluation Impact and Sustainability Extension Activity #1: Supplemental reading - this will depend upon ESL Level Healy, C. (2021). The Anti-Marie Kondo - Netflix Celebrates the Clothes we Keep. The Guardian. Retrieved from https://www.theguardian.com/tv-and-radio/2021/mar/31/the-anti-marie-kondo-netflix-celebrates-the-clothes-we-keep?fbclid=IwAR31i7ucX-SHHKfvVD-SonSWPsD3_PrTZiqV95fX0nsfTLjctUT3fdXM3HA Impact and Sustainability Extension Activity #2: WWF. Sustainable Agriculture: Cotton. Retrieved from https://www.worldwildlife.org/industries/cotton Read and discuss cotton environmental impact and sustainability – this will depend upon ESL Level	

Mending and Recycling Fabric Lesson Plan

Lesson 1 - Mending

1. Use Word Wall BLM handout and have students write out word wall words
2. Videos and Articles on Slides:

Wolfe, D. (2020). How to hand sew for beginners. Naztazia.com. Retrieved from

<https://youtu.be/Vva2h5oSYK8>

- includes threading a needle, knotting, using a thimble, pinning fabric, running stitch, whipstitch, ripping out stitches using a seam ripper, making a hem, how to sew on a button

Colgrove, D. (2020). Stitches and techniques for hand sewing. From basting to buttons. The Spruce Crafts.

Retrieved from <https://www.thesprucecrafts.com/learn-stitches-and-hand-sewing-projects-2978472>

- includes how to thread a needle, basting stitch (a wider version of running stitch), how to sew on a button

Howes, E. (2016). 5 Basic Stitches You Need to Know, Plus Other Textile Tips. Makezine. Retrieved

from <https://makezine.com/2016/03/22/5-basic-stitches-you-need-know-plus-textile-tips/>

- includes cross-stitch, whipstitch, running stitch, ladder stitch, back stitch

Encircled: The Wardrobe that Does it All. (2020). How to: Clothing repairs: Repairing a Hole. Retrieved

from <https://www.youtube.com/watch?v=a-DAPWLIKWQ>

Professor Pincushion. (2018). How to repair a hole in a sock with darning. Retrieved from

https://youtu.be/yi_J8YeQkww

Fat Quarter Shop. (2014). How to Tie a Basic Quilter's Knot. Retrieved from <https://youtu.be/WjkaTppunEk>

Real Men Real Style. (2017). How to Sew on a Button. Retrieved from <https://youtu.be/xNy9hLCI0NM>

How to Sew on a Button -

https://docs.google.com/document/d/1k83YWSI2p1CA8JT8qPZGFM9GZ1gdBwYfwz_ypVIUeVI/edit?usp=s_haring

3. Complete Mending-Hand Stitching” BLM Handout
Answer –Running stitch is called basting stitch when the stitches are further apart.

4. Hand Sewing

Prepare Materials (per student)

- ✓ Dressmaker's Pencil (for creating markings 1 cm apart)
- ✓ Fabric scraps (woven, knit, fleece or felt) in 2 same-sized pieces (use scraps or old worn-out clothing for these practice sewing projects and practice button sewing)
- ✓ Small sewing scissors
- ✓ Sewing Scissors (for cutting fabric)
- ✓ Hand Sewing Needle
- ✓ All-Purpose Thread – (e.g. white for light fabrics; black for dark)
- ✓ Thimble
- ✓ Button

Remind students to check the items off on their Passport to Sewing Safety when complete. Then provide a stamp on the student passport.

Decide as a class or allow each student what item you are going to mend. This differentiation by preference can lead to more “buy in” from the students.

1. Review – Use the discover/search feature in Kahoot to find the Basic Hand Sewing Stitches Kahoot by FACS4LYFE

Have students use their own name. When you sign in to Kahoot as a teacher, Kahoot can prepare a report to let you know areas that need to be reviewed.

Alternatively, you can print the questions or play as a “think, pair, share” activity. Kahoots may go too quickly to allow for sufficient processing time.

Lesson 2 – Environmental Impacts (such as Recycling)

1. Here is the script if you wish to post for the students to use Google Translate:

Rethink – Your Choices

Refuse – Single Use (or Low Quality that will need to be replaced soon)

Reduce – Consumption

Reuse – Everything

Refurbish – Old Stuff

Repair – Before You Replace

Repurpose – Be Creative, Reinvent

Recycle – Last Option



(also in the PowerPoint)

2. Reading Comprehension and News Article Practice in preparation for OSSLT - Read this article. Write a summary/paraphrase of the three main points and submit to your teacher. Read these and hand them back. You can provide a mark out of 3 if you wish to evaluate it.

Richard, J. (2019). Reduce, recycle, relieve the planet of its landfill burden this Earth Day. Toronto Sun. Retrieved from <https://torontosun.com/life/fashion-beauty/0421-lifenational/wcm/52c14d44-dde3-49fb-90da-6bef55271997/amp/>

For more practice:

Williams, P. (2021). You know fast fashion is bad for the planet. So why can't you stop buying it? Retrieved from https://www.huffpost.com/entry/fast-fashion-bad-for-planet_I_607efb04e4b03c18bc2a12bd?fbclid=IwAR0s_rEb05xrhsdFnVJRxie5uwGI_apTkWSSyKU2BBit8yF_qZLCnXma-DU

(show all pictures from this article)

3. Construct a class Jamboard and post for the class so they can do a “fast fashion” facts brainstorm activity.
4. See AgScape video for how many clothes end up in landfill and how it can be avoided - AgScape (agscape.ca) - Agriculture and Food Education Professional Development Series Workshop 2: Fibers and Fashion – Retrieved from <https://youtu.be/M7jQblxAc4>
5. Note: Coke Shirt in Slides and how it was made
Also note: Businesses that recycle clothing